

Remodeling Education

Progress toward implementing statewide education initiatives (SB 724)

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Overview

- **Context: Why Remodel?**
- **Role of Race to the Top (RttT)**
- **READY Initiative**
 - **Standards & Assessments**
 - **Measuring Educator Effectiveness**
 - **Technology-Enhanced Instruction**
 - **Supporting Districts & Schools**
- **Committee Questions**



Why Remodel?

Our state's economic well-being depends on a workforce that is **knowledgeable** and **able** and **can compete internationally.**

Our students must achieve **like never before.**



The story of North Carolina Public Schools is one of **both**

+

Measurable Progress

and

Δ

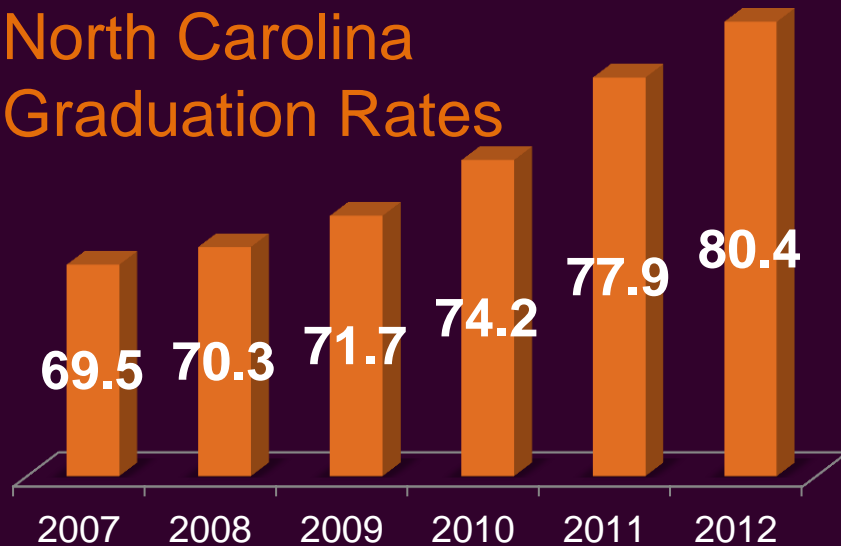
Increasing Urgency to Improve



Measurable Progress



North Carolina Graduation Rates



National Assessment of Educational Progress (NAEP) Mathematics

NC results continue to be above the national average in 4th and 8th grades.





Measurable Progress



90,000+ Industry Credentials Earned





Urgency to Improve



In 1950, 60% of jobs were classified as unskilled. Today, less than 20% of jobs are considered to be unskilled.

80% of North Carolina jobs require some postsecondary education or training.





Urgency to Improve



Reading: 3rd - 8th graders in 2011-12...

86.4%

of those students deemed
not economically
disadvantaged were
proficient.

59.1%

of economically
disadvantaged students
were proficient.



An orange silhouette of the state of Tennessee is positioned to the left of the title.

Urgency to Improve

We are reaching
higher to ensure that
all of our students are
READY...



Race to the Top is enabling us to remodel our system...through the **READY** initiative

- Career and College Ready **Standards**
- Balanced **Assessment**
- Measurement of **Educator Effectiveness**
- **Technology to Enhance Instruction**
- Support for **Districts & Schools**

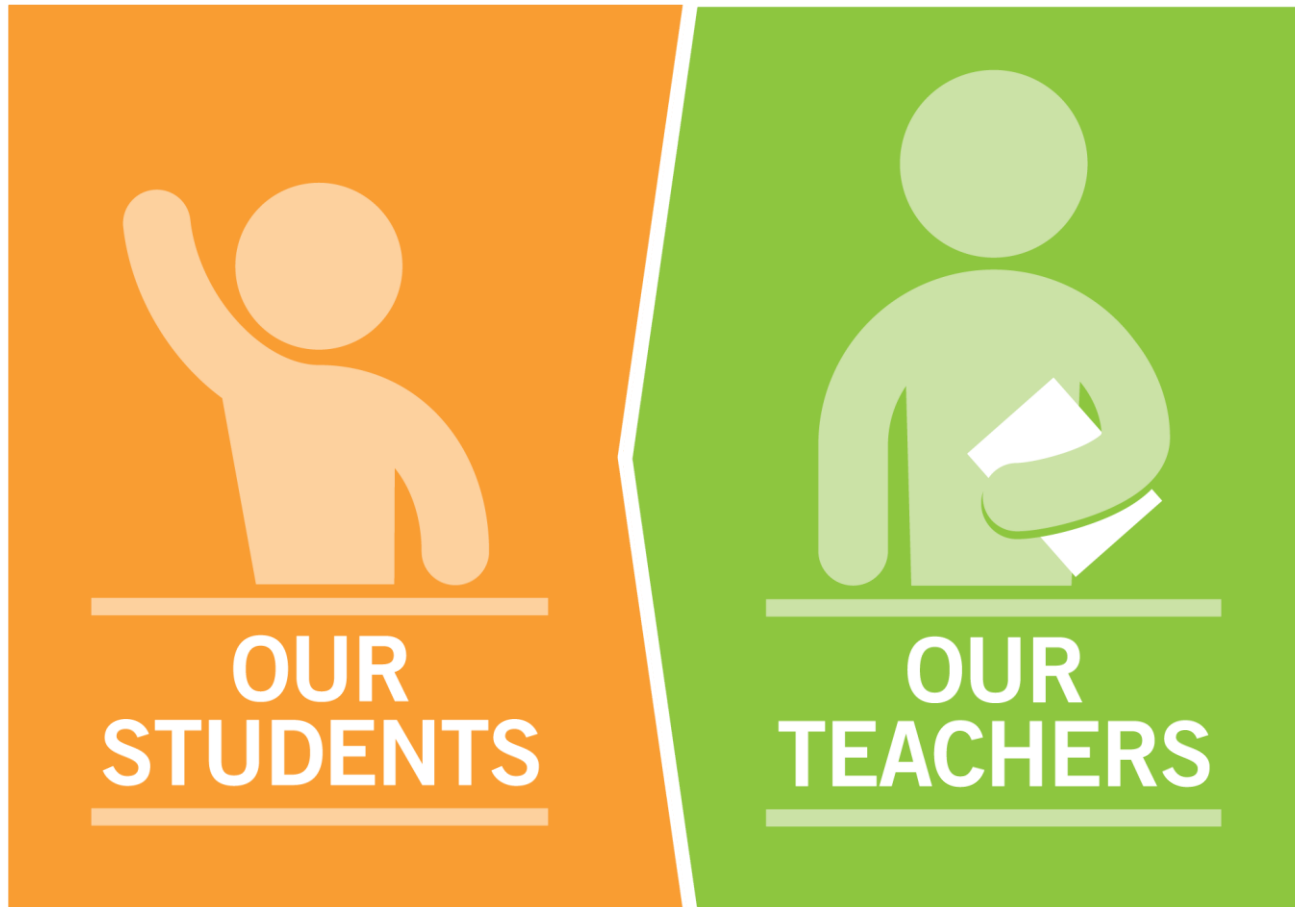
READY & Race to the Top

Measureable Goals

- Near 100% Graduation Rate
- Increased College Enrollment (2- & 4-year)
- Increased College Readiness (90% of graduates need no remediation)
- Among the top states in 4th and 8th grade math and reading (NAEP)

The central focus of **READY** is improving **every** student's learning ...

by enabling and ensuring great teaching.





PROJECT MAP



- 1 New Standard Course of Study
 - Balanced Assessment System
 - New Accountability Model

Strong Leaders

6

A Fair Evaluation System

4

Tools and Training to Improve Practice

2 3 8 9 11

Improved Supply of Teachers

5 7

Support in Low-Achieving Districts and Schools

10



Vision

Action

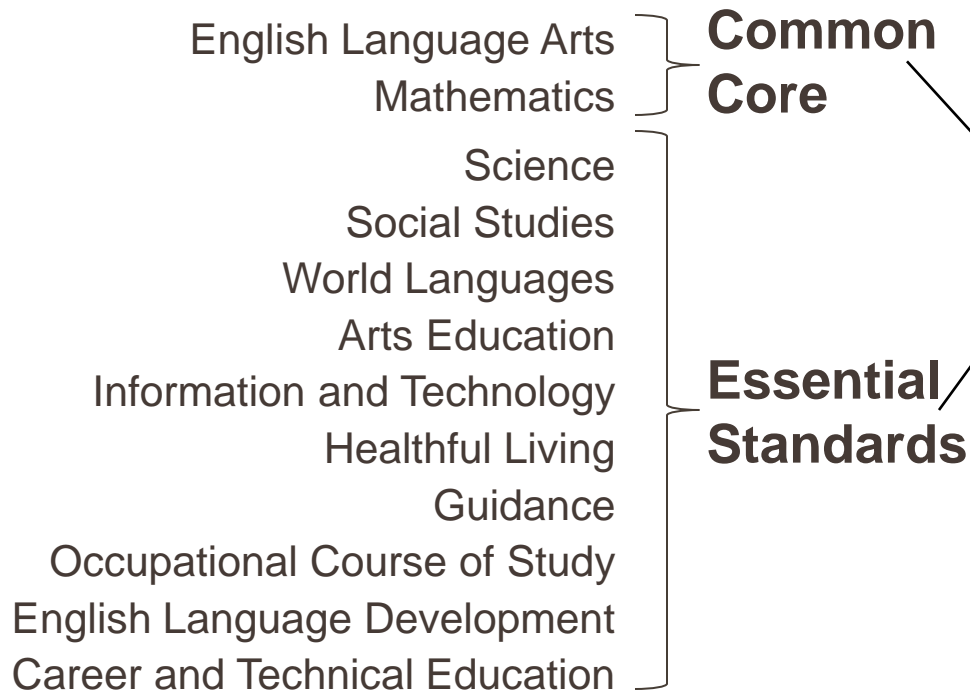


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Standards



New Standard Course of Study

- Internationally-benchmarked
- When achieved, ensures students are ready for post-secondary education



Benefits of Common Core

- **Equity**
- **College and Career Readiness**
- **Comparability**
- **Sharing of Resources**
- **Economies of Scale**
- **Student Mobility**



Standards



**How are we
supporting schools?**



Standards



2011 Summer Institutes

Introducing the New Standards

2012 Summer Institutes

Classroom strategies for teaching

+

- Ongoing Online Learning for teachers and leaders
- Implementation Support (remote and face-to-face)
- Instructional Tools & Resources (on NCDPI website)



Standards



NC Math Common Core - x

maccss.ncdpi.wikispaces.net/Home

Search Wiki

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[Contact Us](#)

Common Core State Standards

[Elementary Resources](#)
[Middle School Resources](#)
[High School Resources](#)

2003 Standard Course of Study


Professional Development
Assessment
Websites of Interest

4,469 [View Our Stats](#)

the mathematics education of North Carolina's students.

Mathematics

North Carolina Common Core and Essential Standards



*** FOCUS * COHERENCE * RIGOR ***



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Assessments



What is a “Balanced Assessment System?”



Assessments



Changing what we think of as “State Assessments”

Summative

This is what
we’ve known



+

Constructed
Response
Performance Tasks
Computer Adaptive
Testing

Interim Tools

“Along the Way”

**Formative Processes and
Diagnosis**

“Every Day”



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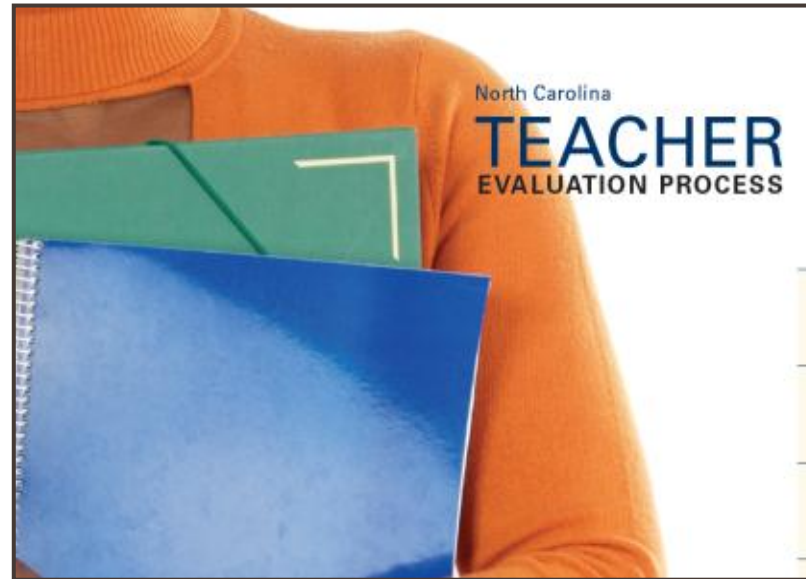
- Career and College Ready **Standards**
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Educator Effectiveness



Teachers



Standards 1-6

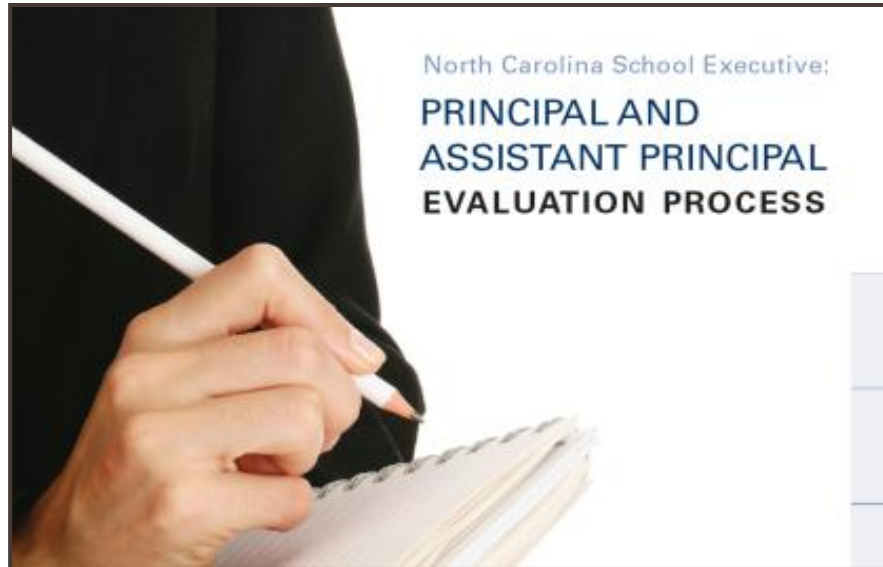
1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
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Educator Effectiveness



Principals



Standards 1-8

1
Strategic
Leadership

2
Instructional
Leadership

3
Cultural
Leadership

4
Human
Resource
Leadership

5
Managerial
Leadership

6
External
Development
Leadership

7
Micro-
political
Leadership

8
Academic
Achievement
Leadership



Educator Effectiveness



- **Enhanced Statewide Educator Evaluation System**
 - **Provides feedback** regarding practice and effects on student growth – all to **fuel improvement**
 - **Enables identification of best practices/master teachers** and those educators needing support to grow (or perhaps go)
 - **Based on research** – uses multiple measures and data sampled over time (to protect against statistical error)
 - **Every standard is valued equally** – no weighting



Educator Effectiveness



- **New features:**
 - **Annual Evaluation for all teachers**
 - **Student Growth Measure**
 - Uses **Educator Value-Added Assessment System (EVAAS)** for all core academic subjects, grades 4-12
 - All teachers will have some student growth measure
 - Educator must have **3 years of data before receiving an “effectiveness” determination**



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Technology Tools



Goal: Personalized Student Learning

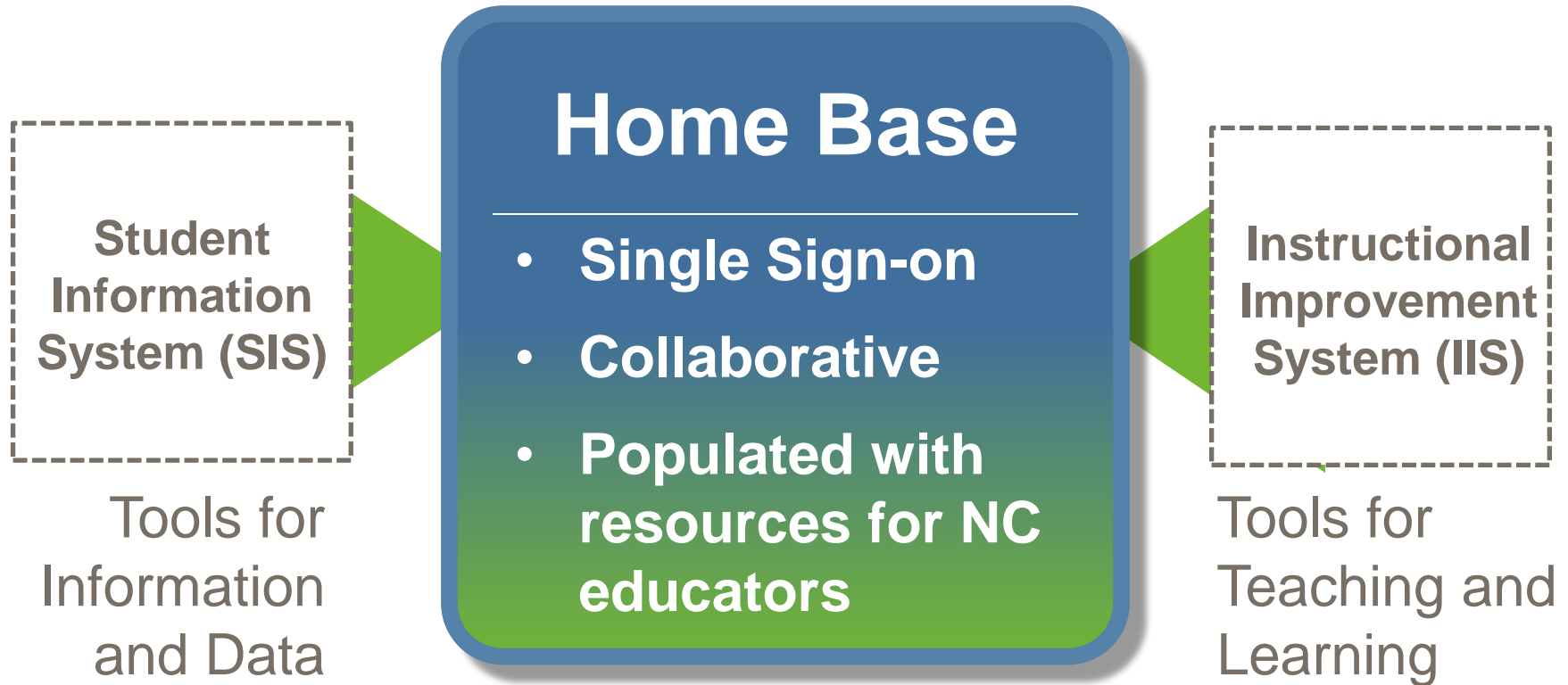
Empowered Teaching

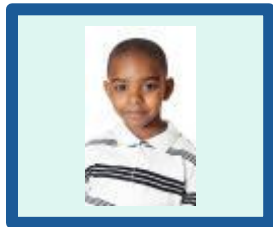
- Universal access to quality instructional tools and resources
- Parent Engagement



...enabled by the NC Ed Cloud

One Technology Platform

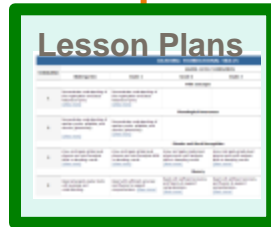




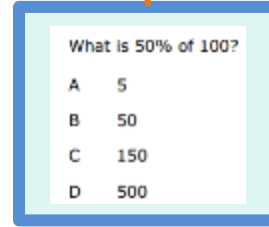
Student
Information
and Learner
Profile



Standards &
Curriculum



Instructional
Design,
Practice &
Resources



Assessment

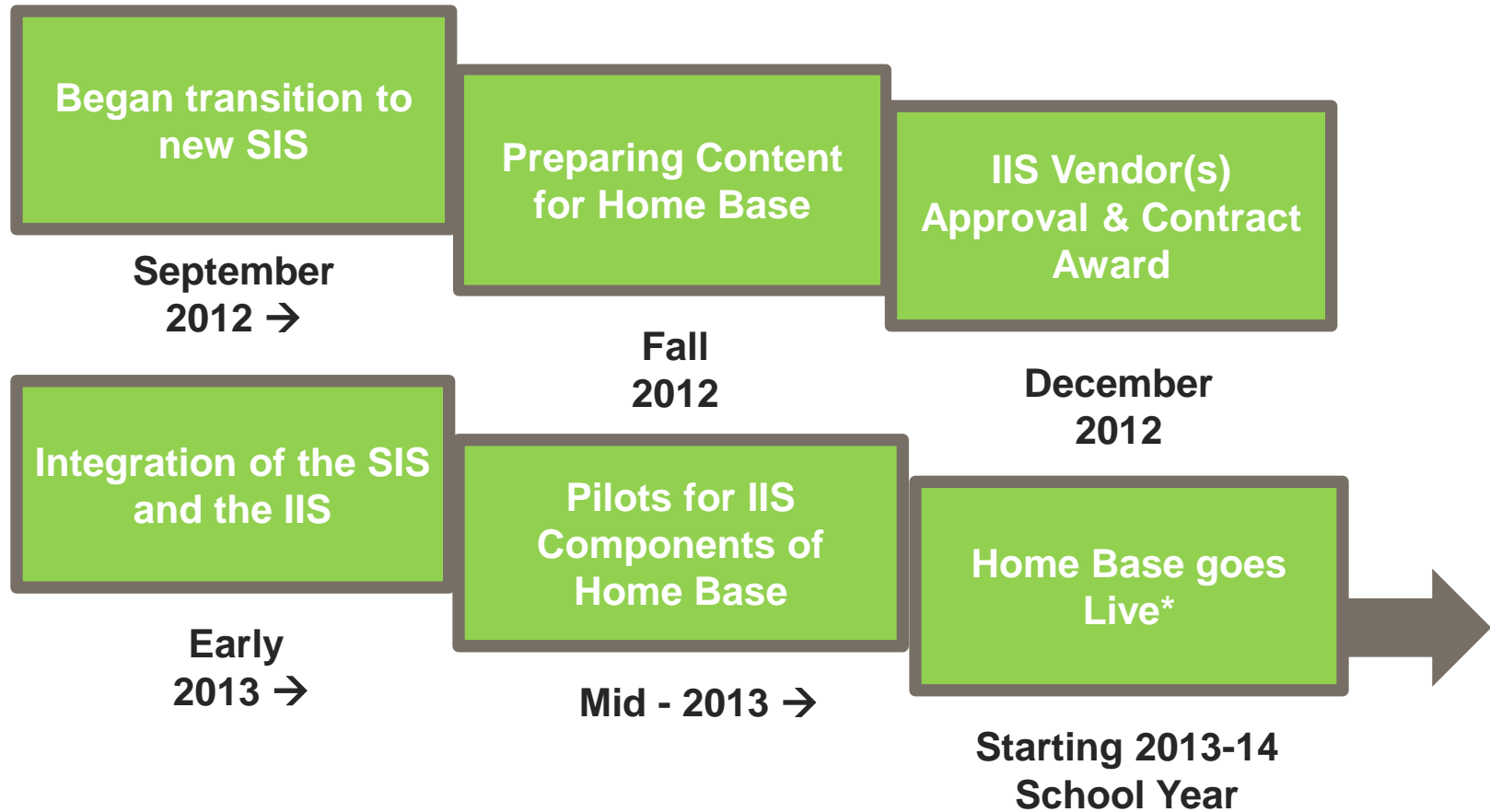


Data
Analysis and
Reporting



Professional
Development &
Educator
Evaluation

Home Base: Timeline



*There will be a phased in roll out of the IIS components of Home Base.

The background of the slide features a close-up, slightly blurred image of light-colored wooden planks. A dark, semi-transparent rectangular overlay covers the upper and middle portions of the image, providing a space for text. In the lower right area, three silver-colored screws are visible, lying diagonally across the wooden planks.

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- **District & School Transformation**
 - **Boots on the Ground**

Experienced state staff work with low-achieving schools to help build local staff capacity/skills.
 - **Direct Coaching**

Leadership and instructional coaching.
 - **Comprehensive Needs Assessment**

State and local staff work as a team to determine areas of greatest need (feeds plan for highest-impact actions to take within a district to improve student achievement).



- **Targeting:**
 - **Lowest-achieving 5% of all traditional schools (by grade span)**
 - **Any high school with graduation rate below 60%**

High School	Middle School	Elementary School
29	23	66



Support for Districts & Schools



Longitudinal Performance Composite Data for the 118 Schools Identified Under Race to the Top

Percent Proficient	0-29	30-39	40-49	50-59	60-69	70-79	80-89	90+
2011-12 (107 Schools)*	1	3	12	52	30	7	1	1
2010-11 (116 Schools)**	1	9	23	64	15	2	2	0
2009-10 (118 Schools)	2	6	49	54	2	4	1	0



* Ten schools closed during the 2011-12 school year. They used school closure as their transformation strategy. West Charlotte did not test at least 95% of its students and does not have a reported Performance Composite for 2011-12.

** E E Waddell and West Mecklenburg High did not test at least 95% of their respective students and do not have reported Performance Composite for 2010-11.

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Every Student **READY**

Questions?

